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ABSTRACT

Great strides have been made in the profession of teaching English to speakers of other languages (ESOL) during its first two decades. This is evidenced by the scope of exchange at annual professional association meetings, annual conferences of affiliate organizations, and publication of newsletters and journals. Professionals are actively continuing the process of defining guidelines and criteria. Professionalization has evolved primarily inward, through peer interaction, first on pedagogical concerns and then on employment and professional standards, continued research, recognized standards, and instructional programs. In the future, the process of professionalization will gradually increase its outward focus by creating public awareness of the value of professionals in an ESOL program. External recognition and acceptance are vital to the completion of the evolutionary process of professionalization of the ESOL field. Recognition will benefit all, especially students. (MSE)

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# TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES: STATE OF THE PROFESSION

Barbara Leigh Cooney

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要約

## 非英語国人のための英語教育——専門職としての現状

Barbara L. Cooney

非英語国人のための英語（ESOL）教育に携わる教育者は，その職業に対して理解のないことや，しばしば敬意が払われないことに対処しなければならない。誰でも自分の母国語を教えることができると一般に誤解されている。日本において英語は，多くの場合，「趣味」，経済活動の必要品，あるいは学問の世界では，文学や言語学といった，より進んだ研究のための手段にすぎないものとみなされ，国際意識の向上や異文化間の相互理解と協力に役立ち，さらには人類平和にむけての前進を可能にする意志疎通手段としての国際語とはみなされていない。

本論は，この誤解にさらされた職業の歴史を辿り，水準のさらなる向上や教育者としての地位の認知に関する諸問題を提起する。職業としての専門化は様々な段階を経て進むもので，まだ充分に成熟していないとはいえ，すでに多くの前進がみられた。ここにはその若さゆえの「成長の苦しみ」が伴うものだが，社会的地位の低さなどもそのひとつである。しかし，この教育に携わるものは，自らこの分野を確立し，その目標を明確にするという，有利な位置を占めている。

ESOL の教育者たちは，専門職に携わるものとして互いに認め合い，その地位を尊重している。はじめの20年間は，専門化は専門職集団内部の自己検討と意見交換にあてられ，教育上の問題や後には雇用と専門職としての基準が討議された。修士や博士の資格をもつ多くの専門家たちによって，研究が続けられ，共通の基準が設けられ，教育プログラムが運営されてきたおかげで，ESOL 教育は専門職として確立された——すくなくとも内部ではそのように認識されている。

将来，この過程は一般の認識を求めて外部にむかう運動へと移っていくだろう。ESOL 教育は専門職としての資格を有していることを一般の人々が認識するために必要な段階を踏むべき時がきたようである。ESOL 教育は，専門教育を受け，教育者，教育者の養成者，教材作成者あるいは研究者としての十分な知識を身につけた専門家たちによって営まれる，立派な学問的な専門職であると認識されるべきである。ESOL 教育は短い期間に長足の進歩を遂げたが，文化的・言語的な多元主義をめざす，その理想と献身を見失ったわけではない。外部からの認識はこの専門化へ向けての進歩を完全なものにするためには不可欠であり，すべての者，特に学生にとって利益となるだろう。結局のところ，学生たちの達成と満足こそ皆が求めるものであるはずだ。

Educators engaged in the field of teaching English to speakers of other languages (ESOL) must cope with a lack of understanding of, and frequently a lack of respect for, their profession. The misconception prevails that any native speaker can teach a language. In Japan, the study of English is often viewed as a "hobby," an economic necessity, or, in academic circles, merely a vehicle for further study of literature or linguistics instead of, as the international language, being a communicative means to increased global awareness, intercultural understanding and cooperation, and ultimately enabling humankind to progress toward world peace.

This paper traces the history of the misconstrued profession and addresses issues related to the continuation of upgrading standards and recognition of the professional status. Professionalization is an evolutionary process, and although teaching ESOL is still very much an adolescent profession, great strides have been made. Due to the youthfulness of ESOL, there are certain intrinsic "growing pains," including a low status, that must be endured. However, the evolving profession's members are in an advantageous position in many respects, able to participate in the shaping of the field and definition of its goals (Wright 23). It would be prudent to examine the past position of ESOL in order to understand its present position and possibilities for the future.

## AN EARLY HISTORY

Britain is the appropriate location to begin an examination of the early history of the professionalization of ESOL. Until around 1935, there was no distinction of English as a language—the study of "English" was exclusively the study of English literature. Even in the British Commonwealth, schools were modeled after those in the "motherland," with English as the medium of education. Gradually a differentiation evolved between English literature and the English language as it became evident that language proficiency was a necessary prerequisite before any understanding of literature became possible (Strevens, "The 'EFL'. . ." 18).

In 1948 the University of London Institute of Education established the first teacher-training program for English instructors from the various Commonwealth nations. The content was based on current views of teaching methodology derived from the analysis of English by such scholars as H. E. Palmer, A. S. Hornby, F. G. French, and Michael West—classroom methodology that did not derive from linguistic theory (Strevens, "The 'EFL'. . ." 18).

In the 1950's and 1960's, the demand for ESOL escalated rapidly. Suddenly all children (not only the elite) were entitled to an education in the Commonwealth countries, putting millions of children into ESOL classrooms. At this same time., there was a growing realization in many other countries as well that English had surfaced as the international language, and the demand for ESOL instruction increased in tandem. British-based ESOL originated as a response to a need outside of Britain, and it was the

classroom-based methodology-oriented approach to teaching English as a Foreign Language (EFL) that was exported (Strevens, "The 'EFL'. . ." 18).

The history of ESOL instruction in the U. S. has an entirely different focus—America had no colonies, but drew millions of immigrants to its shores. Thus, the growing demand in the U. S. was for English as a Second Language (ESL) for immigrants hoping to assimilate into American society (Strevens, "The 'EFL'. . ." 18).

In the U.S., the professionalization process began in 1940 when the English Language Institute at the University of Michigan was founded by Charles Carpenter Fries. This marks the initial recognition that teaching ESOL requires preparation different from the teaching of English to native speakers : i. e., effective language teachers need specialized training (Wright 23). In 1950 Teachers College, Columbia University awarded the first 13 master's degrees in ESOL (Forrest, Thomas 52).

The American pedagogical view was quite different from that of the British. During World War II, linguists were employed to prepare contrastive analyses of foreign languages and to afterwards teach those languages. As a result of this tradition, the teaching of ESOL also became associated with linguistics, and remains so today. In the 1950's, the combination of Bloomfield's structural linguistics with Skinner's conditioning theory produced the famous Michigan audiolingual method (Strevens, "The 'EFL'. . ." 18). In the 1960's, the teaching of foreign languages was gradually being viewed as a discipline distinct from its parental disciplines in the humanities and the social sciences. The recognition of this distinction was being urged by such scholars as Nelson Brooks (Nostrand 193). American ESOL was soon to be dominated by second language acquisition theory derived from theoretical psycholinguistics and Chomsky's transformational grammar (Strevens, "The 'EFL'. . ." 18).

Among the various professional associations in speech and lingustics, awareness spread of a growing need for a unique, more inclusive organization to serve the specific needs of persons professionally concerned with the teaching of ESOL. At a pilot meeting called by the Center for Applied Linguistics (CAL) at the urging of the National Association for Foreign Student Affairs (NAFSA) in Washington, D. C. on 12 September 1963, the question of eventually establishing a comprehensive organization specifically for ESOL was left unresolved. However, five of the participating associations decided to jointly sponsor an annual conference addressing the needs of ESOL personnel (Alatis, "The Early. . ." 4). Plans and discussions culminated on 6-9 May 1964 in the First National Conference on the Teaching of English to Speakers of Other Languages in Tucson, Arizona, with more than 700 participants. The issues which arose from the business meeting included the possible establishment of an independent association and the question of a professional journal and other publications. As a result of the conference, papers read were published in *On Teaching English to Speakers of Other Languages* (Series I), edited by Virginia French Allen. The sponsoring organizations of the conference agreed to continue with a similar conference the following year in San Diego (Alatis, "The Early. . ." 4-5). Although the sponsors and participants concurred on the necessity of formulating an independent association, it was generally felt to be a bit premature

at that time.

Meanwhile, there was unforeseen pressure for action from the National Advisory Council on Teaching English as a Foreign Language (NACTEFL). This Council, sponsored by CAL, was a non-governmental body of leading professionals representing the U. S. academic community and other related interest groups, serving as an information liaison among the national agencies involved in teaching ESOL. The Council collected reports from the government agencies, assisted in coordinating activities, and served in a consulting capacity to those agencies. The Council was particularly concerned with the possibility of composing a register of ESOL specialists from which to draw for programs in teaching, teacher training, and administration, and the Council was aware of an urgent need for such a roster to assist in locating trained ESOL teachers able to accept positions overseas (Allen 7). In October 1964, the Council concluded that without an ESOL association, the maintenance of such a roster was impossible; only through an association with a permanent central office and a membership list could personnel information be kept accurate. As a result of this conclusion and other long-range necessities of the profession, NACTEFL recommended that:

> Immediate steps be taken by appropriate individuals within the profession toward the formation of an independent national association of teachers of English to speakers of other languages. . . which can give recognized professional status to teachers of English as a second or foreign language and maintain lines of communication among them. (Alatis, "The Early. . ." 5).

Delay was no longer possible—the need was urgent. At the second annual conference in San Diego, 12-13 March 1965, a needs assessment of teachers was analyzed according to the results of a "Survey of the Teaching of English to Non-English Speakers in the United States" conducted by Harold B. Allen. An overwhelming response emphasized the need for a comprehensive association. In addition, a planning committee was endorsed to draft a constitution and formulate bylaws for such an association (Alatis, "The Early. . ." 6).

Professional status for ESOL emerged on 17 March 1966 with the founding of the independent professional organization called Teachers of English to Speakers of Other Languages (TESOL) at the third annual conference in New York City. The conference participants ratified the constitution by unanimous vote, and thereby a new association was born. James E. Alatis, Georgetown University, TESOL Executive Director 1966-1987, commented thusly:

> It was a source of deep gratification to everyone in the field that there developed. . . the full-hearted and harmonious joint action that led to the significant action taken. . . when the conference adopted a constitution and bylaws by unanimous vote and thus created Teachers of English to Speakers of Other Languages (TESOL): A Professional Association for Those Concerned with the Teaching of English as a Second or Foreign Language. The name

> of the organization deliberately avoided such terms as "American" or "National" because its founders wished it to be an international organization which welcomed membership from individuals and groups all over the world.
>
> Here was an organization with central concern for professional competence among all who teach English to speakers of other languages, which would create a structure of professional integrity upon which ESOL professionals could base their insistence for professional recognition. The creation of TESOL provided ESOL professionals, at last, with an independent, individual membership organization in which all persons and groups interested in the quality of English as a second language teaching might participate directly. (Alatis, "The Early. . ." 6).

The founding of the association was the result of professional concern for the necessity of a single, all-inclusive organization that could coordinate teachers and administrators at all educational levels who were involved in ESOL. The formation of TESOL was the culmination of more than four years of groundwork addressing the following four primary issues:

1. The need for a professional organization that would be devoted to the problems and concerns of ESOL, including asserting professional status for those involved in ESOL
2. The need for a journal to serve the pedagogical needs of the entire profession
3. The need for a roster of trained specialists to aid in the difficult search for qualified ESOL personnel (Alatis, "The Early. . ." 4)
4. The need for an annual conference to establish lines of communication and to disperse professional information

Due to the relentless efforts of concerned professionals from the five sponsoring associations, in 1966 TESOL had arrived to fulfill these four expressed needs, as well as offer limitless potential growth for the profession.

> Five organizations gave birth to TESOL, each one vitally concerned with second language problems, yet no one organization *exclusively* concerned with them. The Center for Applied Linguistics has as its interests the entire area of applied linguistics, which includes a program in English as a second language. The Modern Language Association of America has concentrated on the teaching of English and foreign languages to native speakers and on literary scholarship. The National Association of Foreign Student Affairs has borne a good deal of the burden of all problems—not only language problems—of the foreign student. The National Council of Teachers of English encompasses all of English pedagogy almost from the cradle to the grave, of which English as a second language is a part.

> The Speech Association of America [now the Speech Communication Association] has had an obvious concern in thousands of classrooms and through its research with the speaker whose English in not idiomatic. The Steering Committee which planned the first TESOL Conference in Tucson in 1964 and the second in San Diego in 1965, as well as the New York convention in 1966, was made up of the representatives of these five interested organizations. (Anderson 175-176)

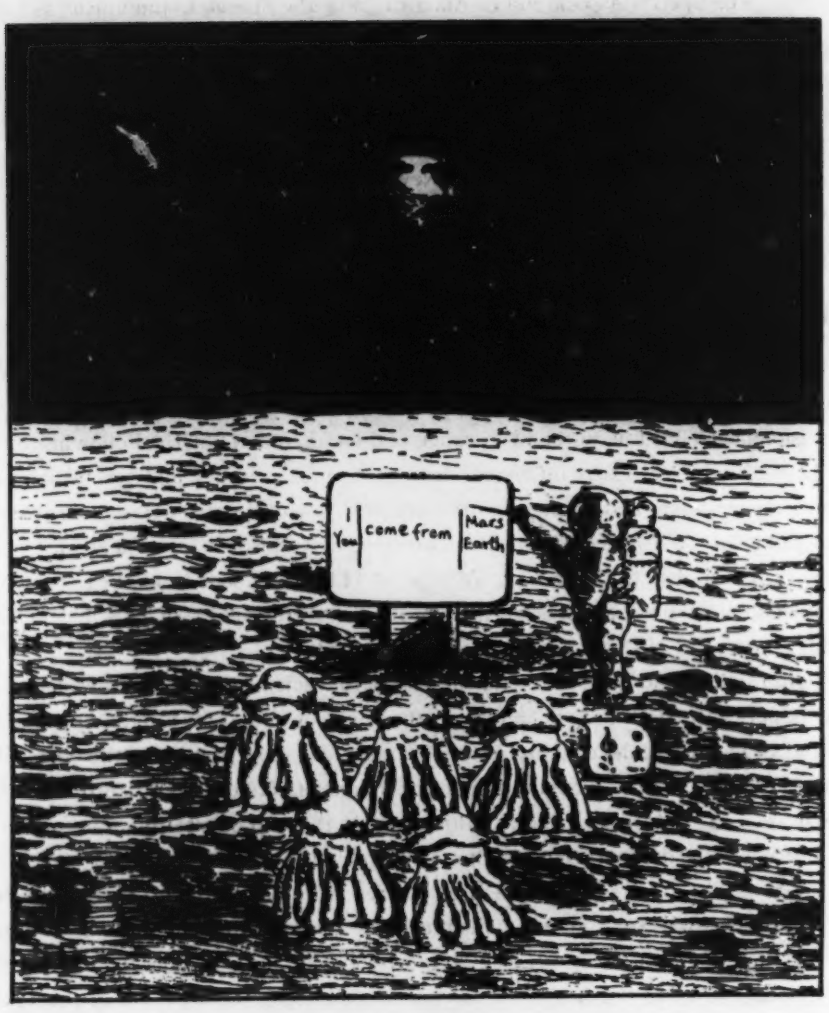
## THE GROWTH OF PROFESSIONALISM

A British-based organization, the International Association of Teachers of English as a Foreign Language (IATEFL), was founded in 1967. Although also comprised of ESOL professionals, IATEFL is different in range and focus from TESOL. Following British ESOL tradition, IATEFL is influenced less by linguistic theory and second language acquisition research, and emphasizes the primary role of practical classroom teaching methodologies. Whereas 80% of TESOL members live in North America and are native speakers of English teaching ESL, 70% of IATELF members teach EFL outside of Britain, and most are not native speakers of English (Strevens, "May TESOL. . ." 13). In this regard, IATEFL is more internationally oriented.

Both IATEFL and TESOL function as a boost to teachers' morale and confidence, and as a support system of idea exchange. Both provide a format for upgrading standards and encouragement to develop professionally and make a contribution to the field. Both believe in "more informed teaching as a basis for more effective learning" (Strevens, "May TESOL. . ." 13). Most importantly, both advocate the goal of creating a profession for ESOL teachers, as distinct from merely an occupation.

From its inception in 1966, TESOL has offered to its members the *TESOL Newsletter*, the *TESOL Quarterly*, and an annual conference. The *TESOL Quarterly* has published the best thinking and latest research and development, ultimately becoming the most prestigious journal in the field. The annual conference is the highlight of the TESOL calendar, reflecting all aspects of the profession. By 1972 TESOL had published two bibliographies, as well as the first editions of the TESOL Training Program Directory and the TESOL Membership Directory (Alatis, "The Growth. . ." 10-12). Publications of both a practical and scholarly nature continue to be a primary focus of the association. IATEFL publishes no books or journals, but does produce a newsletter. IATEFL offers an annual conference also, every third year outside of Britain (Strevens, "May TESOL. . ." 13-14).

Thus, by the early 1970's, American ESOL educators striving for professionalism had actualized their initial four requisites that had motivated them into action : the TESOL organization, its publications, its annual conference, and its roster of professionals. As part of the ongoing professionalization process, it was perceived that further growth could be made in numerous directions ; as new goals were defined, challenges were met.




The evolving profession was in the process of being shaped and defined to best serve ESOL personnel.

The early years of the profession lead to much growth in the areas of pedagogic issues, especially defining qualifications and developing teacher training programs (Wright 23). In 1970 TESOL organized a Guidelines Conference in Washington, D. C., which resulted in the publication of "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States" (Alatis, "The Growth. . ." 14).

Another service initiated by TESOL during the early years was to accept affiliates, which were most often local and regional organizations in the U. S. The first four—New Mexico, New Jersey, Puerto Rico, Texas—affiliated in 1969. As international organiza-

tions applied, they were also accepted, although they were never solicited because of anticipated difficulties in providing services internationally. Nevertheless, as of 1987, 21 affiliates had joined from outside of the U.S. (Alatis, "The Growth. . ." 13, 18). IATEFL also has a growing number of affiliates of teachers' organizations in numerous countries, many of which are affiliates to both TESOL and IATEFL, including the Japan Association of Language Teachers (JALT). From a global perspective, a great need remains, particularly in third and fourth world countries. Joyce Winchel Namde, a Fulbright scholar in Chad, reports:

> A definite need exists for a professional association such as the local TESOL affiliates. . . I have been approached several times about forming such a group. The teachers here are looking for the same things we all seek... the chance to exchange ideas and resources and to get help in problem areas. In addition, they seek to fill one other need: to have the opportunity to practice their English. But in forming such an association, several difficulties must be overcome. The first is financial... dues to international TESOL may cost 2-4 weeks salary. . . In addition, it currently appears impossible to involve teachers outside the capital of N'Djamena due to transportation difficulties. In the rainy season, for example, it can take more than a week to travel to the capital from Sarh, a distance of 500 kilometers. . . (1-2)

The desire for professional affiliation is indeed universal, although the realities in various localities around the world present vastly differing challenges.

In 1974 Special Interest Groups formulated within TESOL, allowing for a more specialized focus for the membership. Renamed Interest Sections, they now consist of such groups as teaching English internationally, ESL at the elementary, secondary, and higher education levels, ESL for bilingual education, applied linguistics, research, refugee concerns, computer-assisted language learning, etc. (Alatis, "The Growth. . ." 13). IATEFL also has Special Interest Groups, although they are of a more narrow range and are fewer in number (Streven, "May TESOL. . ." 14).

As the profession progressed, TESOL anticipated a need to become more involved in teacher education. Since 1979 TESOL has sponsored Summer Institutes, providing a creative forum for professionals at all levels and backgrounds to exchange ideas and explore professional matters. In summer 1987, TESOL collaborated with IATEFL and co-sponsored a Summer Institute in Barcelona, Spain (Alatis, The Growth. . ." 13-14).

More evidence of TESOL's commitment to professionalism is demonstrated by the scholarship and award program. Partial scholarships are offered to graduate students to attend TESOL Conventions, and since 1981, fellowships have been offered to TESOL Summer Institutes. Under the auspices of the Regents and Newbury House publishers, a generous scholarship for teacher preparation has been offered since 1985. TESOL also gives an award for excellence in teaching and for distinguished research (Alatis, "The Growth. . ." 15).

During the past decade, TESOL has experienced an emerging commitment to professional standards in language teaching programs and to addressing employment issues, particularly those of part-time teachers working under lamentable conditions in the U. S. At the TESOL Convention in San Francisco in 1980, an Ad Hoc Committee on Employment Issues was formulated, and the following year it presented a report on effective steps to change employment conditions (Wright 23). Meanwhile, as a growing number of ESOL programs surfaced, TESOL professionals realized the necessity of formulating standards to differentiate those programs of acceptable quality (Fox, Wintergerst 11). In 1982 the Committee on Employment Issues and the Schools and University Coordinating Committee merged into a new committee, the TESOL Committee on Professional Standards (CPS) (Alatis, "The Growth. . ." 14-15). This was great progress in that at this time a body of professionals existed to address issues such as accreditation of post-secondary programs and establishing program evaluation guidelines (Fox, Wintergerst 11).

The initial task of TESOL's CPS was to develop a core set of guidelines and criteria to define quality language programs and teacher training programs. These guidelines could be used to work for academic recognition of quality programs or for lobbying in U. S. school districts for resources and trained teachers in ESOL. But more importantly, "the Committee wanted to emphasize that TESOL is an academic discipline, that its teachers are professionals, and that they should be treated as such by their institutions" (Fox, Wintergest 11). Following the example of NAFSA in its 1983 publication of "Principles for International Educational Exchange," the TESOL CPS began its immense task of drafting standards, holding hearings for professional input, and finally producing the "Statement of Core Standards for Language and Professional Preparation Programs." These standards for language teaching programs and teacher-training programs were completed and endorsed in 1985, and they are the basis of a program of self-study or self-regulation (Wright 23).

TESOL policy is not to function as an accrediting agency, but to provide standards and directions for self-study. TESOL encourages ESOL programs at all levels to evaluate themselves with these materials, available through the central office (Alatis, "The Growth. . ." 15). At the TESOL Convention in San Antonio in 1989, participants in a Self-Study Colloquium reported on usage of the study in a variety of ESOL programs. Reports clearly indicated progress has been made in improving professional standards, and that the Core Standards and self-study materials are instrumental in achieving these goals (Fox, Wintergerst 25). Another colloquium examined the issue of professional standards in non-U. S. based programs. Participants from nine countries, including Japan, voiced their concerns, most of which relate directly to the issue of the quality of teachers, which comes before the quality of language programs. The CPS is presently studying the feasibility of applying the Core Standards and self-study to programs outside of the U. S., and guidelines will be drafted at TESOL 1990 in San Francisco (Biagini 4, 26). It is hoped that the TESOL and NAFSA outlines of self-study will be applied to a growing number of ESOL programs. Programs that make a serious commit-

ment to self-evaluation will greatly improve their effectiveness, and will in turn contribute to enhancing the public view of ESOL as a strong group of dedicated professionals (Wright 23).

The dedication of professional ESOL instructors is exemplified by a unique vitality, idealism, and social mission. The belief in cultural and linguistic pluralism and in equal educational opportunities distinguishes ESOL from other professions (Alatis, "The Past. . ." 18). This element of social conscience surfaced during the early years in the TESOL Committee on Sociopolitical Concerns (CSPC). Initially focusing on issues regarding minority groups, this committee actively advocates the stance that students of ESOL in the U. S. should not have to sacrifice their native languages and cultures. TESOL's statement of purpose is as follows: ". . . an international, nonprofit professional association whose mission is to strengthen the effective teaching and learning of English around the world while respecting individual's language rights."[1] Recently the Committee has been engaged in promoting the passage of legislation supporting language learning and teaching (Alatis, "The Growth. . ." 15). During the TESOL 1989 Convention in San Antonio, the CSPC formed a subcommittee on international understanding to promote the expansion of language teaching and research to include peace education and research ("Peace Education. . ." 1). Many professionals are taking the view that teaching ESOL encompasses more than language—the international nature of ESOL and the role of English as the major international language suggests instruction can be strengthened by a focus on themes and skills leading to increased international understanding. Educators in ESOL have the opportunity to prepare students for world citizenship (Jacobs 27, 29). It is the shared aspiration of ESOL professionals that the world will be more closely allied through common language, with numerous varieties of English as internationally-accepted norms. The role of ESOL as a profession becomes vital as our ever-shrinking globe cries out for lines of communication and brotherhood (Brown, H. Douglas 9).

## RECOGNITION OF PROFESSIONALISM

Harold B. Allen, TESOL's first president, traces the transformation of teaching ESOL into a profession by relying on the research of social scientists analyzing the sociology of professions in general. According to these studies, professions can be characterized as often evolving out of disciplines, which in turn have emerged from occupations. Another point of identification is some association with an established profession, as in the case of teaching ESOL to the well-established field of teaching English to native speakers. As cited earlier, TESOL, the professional organization, is the offspring of five parental associations (Wright 23). As a further step in the ongoing professionalization process, we can look at the continued support of these parental organizations. On the occasion of TESOL's 21st anniversary in 1987, these five mentors sent the following

[1]From announcement for search for TESOL Executive Director, *Teaching English Internationally Interest Section Newsletter* Vol 10, No. 2 (Winter 1989): 4.

congratulatory messages:

> The National Association for Foreign Student Affairs (NAFSA)... warmly congratulate TESOL on the occasion of its 21st anniversary. TESOL's growth and achievements have truly been impressive.
>
> In the past, many NAFSAns assisted with the organization of TESOL. Today many teachers and administrators in ESL programs contribute to the professional activities of both organizations, often working together on their common concerns for standards, training needs, publications and institutional and public policy issues affecting the field. Because English is today the primary language of scholarly communication internationally, because new generations of linguistically disadvantaged students in the developing world must find the means to obtain and use English if their societies are to make economic and social progress, because few institutions in the United States have given adequate academic recognition to the ESL teacher and many have not required ESL teachers to meet appropriate standards as professionals . . . the agenda of possibilities for future collaboration between members of TESOL and NAFSA is enormous. (Alatis, "The Early..." 4)

> This past year, NCTE [National Council of Teachers of English] celebrated its 75th year. Someplace around the 50th year of its life, the Council began to take deep interest in the problems of teaching English to speakers of other languages. Through Harold Allen and the late Albert Marckwardt and other Council leaders in linguistics, a new focus of interest was born. It was gratifying to NCTE leaders to see from that beginning, the birth of a new and important subject-matter organization. TESOL, from its inception twenty-one years ago, has served as our good friend and colleague in the quest for improved speaking, reading, and writing of English everywhere. (Alatis, "The Early..." 4)

> Certainly we are happy to remember that the MLA [Modern Language Association] was instrumental in TESOL's growth and achievements and to honor the organization today for its worldwide leadership in language education and research. Like MLA, TESOL represents a diverse membership with a wide range of interests. United by our common commitment to the study and teaching of language, our members and our respective organizations will continue to work together effectively. (Alatis, "The Early..." 5)

> The Speech Communication Association played a minor role in

the genesis of Teachers of English to Speakers of Other Languages. Our organization is nonetheless proud of that role—principally because TESOL's record of service and commitment to the special educational needs of special populations has been so outstanding. (Alatis, "The Early. . ." 5)

> When CAL [Center for Applied Linguistics] was founded in 1959, there was no organization uniquely devoted to improving the quality of English language teaching throughout the world. During the past two decades. . . TESOL has remained continually responsive to evolving concerns and problems as the need for enhanced English proficiency on the part of so many individuals throughout the world has continued to grow.
>
> This dynamism which has characterized the organization . . . should enable the organization to meet the ever-growing needs for English as a critical linking language in the 21st century. CAL is pleased to have participated in meetings which led to the formation of TESOL. Our staff have been involved at all levels of the organization since its beginning and we look forward to remaining active and to maintaining continual communication and collaboration through the decades to come. (Alatis, "The Early. . ." 6)

As further evidence of recognition of the professional status, the situation at the City College of New York (CCNY) can be examined as an example of an ESOL program gaining recognition as a separate entity from a general English program. Prior to 1978, the ESOL program had been housed with the English Department, with a limited number of courses offered in the Speech Department and College Skills Department. Because of a feeling of fragmentation and confusion, a decison was made to establish an ESOL program as an independent, interdepartment unit for a trial period. After review, in 1984 the ESOL program became a separate academic department. "The rationale for departmental status recognized that the teaching of ESL is an independent academic discipline with its own scholarly journals, professional organizations, teaching methodologies and materials." (Lay 7) Although this status has been a positive experience both pedagogically and politically at CCNY, perhaps such a division is not suitable for all institutions. It is cited merely as one direction in the ongoing professionalization process.

Peter Strevens, Past Chairman of IATEFL, considered the creation of a profession of teaching ESOL, distinct from simply an occupation, as the principal aim of his organization. He defined a profession as having the following characteristics: "selective entry, extensive training which embodies ideas as well as techniques, a commitment to the career-long maintenance and improvement of standards, and an element of social conscience" (Strevens, "May TESOL. . ." 13).

Any profession must maintain as a prerequisite extensive quality training. Within

the profession, regardless of public opinion and the reality of the employment situation in Japan and other countries, master's level training in ESOL is the professional credential. The degree indicates that the recipient :

> 1 ) has mastered concepts of theory and application, and
>
> 2 ) is prepared to engage in instruction, curriculum design, materials development, testing and assessment, and some level of program administration such as coordination of skills, levels, materials, and testing (Staczek 13)

Currently, there are over 180 universities offering postgraduate teacher-training in ESOL in the U. S. and the U. K., with several conducting master's programs in Japan (Forrest, Thomas 52). There are many graduates completing the terminal master's degree in ESOL or its equivalent, thereby creating a sizable market of experienced, qualified educators. As a higher percentage of teachers have training with ESOL degrees, not only will teaching improve, but the status of ESOL as a profession will be raised (LoCastro 13). The recipient of the ESOL degree has made a commitment to a profession and is willing to cooperate with other professionals, working toward a common goal. The degree provides versatility to specialize in any of a number of aspects of an ESOL program, and the degree indicates the teacher has completed the most important aspect of any teacher-training program—an apprenticeship (Staczek 13). Thus, the master's degree in ESOL denotes a teacher with knowledge, training, and experience. In a recent poll taken of 37 of the 43 graduates from Temple University's Japan M. ED. in ESOL program, the question was asked, "In what way have you advanced professionally and economically as a consequence of having obtained an M. Ed?" In addition to responses of better teaching positions with better benefits, an overwhelming majority (95%) responded, "I am a better teacher." (DeGrande 15) It behooves educational institutions desiring acceptable academic standards of instruction for their students to accept no less than qualified specialists in ESOL, particularly at the post-secondary level.

The TESOL Committtee of Professional Standards (CPS) conducted an "Employment Concerns Survey" in 1988. Issues related to professionalism were the most frequently cited problems. The hiring of qualified professionals ranked as the third most important concern, just behind having a salary commensurate with duties and experience as the most important, and professional recognition the second.

> The consensus is that 1 ) until the field of TESOL is viewed as a profession with unique characteristics and 2 ) until TESOL professionals are viewed as having comparable worth to peers and colleagues, it will be difficult to resolve or even address many salary, security, and benefit issues. (Blaber, Tobash 4)

Respondents also stated the view that lack of professional recognition affects the teacher's ability to best serve the students, e. g., college credit for ESOL courses or funding for ESOL programs. Respondents concurred on the responsibility of TESOL to its members to advocate professional recognition among other educators, professional

organizations, decision-makers, and the public in general (Blaber, Tobash 4). Moreover, it is the ESOL teachers themselves, as professionals, who must also bear responsibility for promoting an awareness of professional status.

Of the respondents to the survey, 43% supplied written comments on the problems of professional recognition. They include the youthfulness of the organization, the issue of sexism in a profession having a female majority, and a bias against ESOL students, who are generally considered to be remedial. Also, over-dependence on part-time instructors was thought to weaken the prestige of the profession because part-timers generally do not participate in establishing the policy of an institution (Blaber, Tobash 5).

Respondents to the survey citing professionalism as the top issue of concern called for the following actions:

> 1) Push professionalism and professional recognition.
>
> 2) Convince universities that we (ESOL) are a department and not a short term program.
>
> 3) Show that we are an academic discipline and not remedial; not just anyone can teach ESOL; e.g. Architect to TESOL professional: "Do you think I could teach English in Malaysia?" TESOL professional to architect: "Do you think I could design houses in Sarawak?"
>
> 4) Get TESOL concerns to the general public.
>
> 5) Safeguard the rights of all professionals.
>
> 6) Publicize the need for trained staff; stop the trend of hiring untrained and underqualified both to teach and/or to develop materials. (This was seen as being most detrimental to the entire profession since staff who are untrained cannot represent us professionally.) (Wright 23, 29)

In general, it was felt that TESOL should be more actively promoting professionalism to people outside of the profession and should be educating the public about multilingualism. TESOL should take greater initiative in publicizing the necessity of qualified specially-trained teachers (Blaber, Tobash 5). As awareness spreads, the professionalization process evolves. At JALT 1987 in Tokyo, Japan, Mayuri Sukwiwat, an ESOL educator from Thailand, commented, "Of course, if you want to have native speakers they have to be well trained. It's not just any native speaker who can teach." (Brown 8)

Perhaps the sentiments of ESOL professionals were best summed up in 1963 by Clifford H. Prator of UCLA:

> . . . the teaching of English as a second language . . . is a job which can be done with full effectiveness only by one who has a considerable analytical knowledge of English and insights into the way the student's native tongue interferes with his learning of the new language. The usual freshman composition instructor is simply not equipped to do the work, to say nothing of the person

whose only qualification is that he speaks English as his mother tongue.

> The teaching of English as a second language is a perfectly respectable academic field which offers immense opportunities for serious research. It is a discipline which desperately needs more practitioners who will devote their entire career to it and not regard it as a mere temporary way of winning one's bread while preparing to teach courses in linguistics or literature. It is definitely not a job which some university departments of English can continue with impunity to wish off on the most recently hired and most defenseless members of the teaching staff. (293)

Fortunately, this situation has been rectified in American colleges and universities, as ESOL departments are generally staffed by career-minded, professionally-trained teachers. It behooves academic institutions in Japan to take heed of Dr. Prator's observations and advice if effective language instruction is to occur.

## CONCLUSION

Educators within the field of ESOL concur on professional status, recognizing each other as part of a community of fellow-professionals. As a profession, great strides have been made as evidenced by the vast scope of exchange at the annual TESOL and IATEFL conventions, as well as the annual conferences of affiliate organizations, including JALT, and the publication of associated journals and newsletters. Professionals are actively continuing the process of defining guidelines and criteria, as evidenced by the TESOL Committee on Professional Standards' publication of core standards and the self-evaluation system. During the first two decades, professionalization evolved from the process of looking inward and communicating among colleages, concentrating first on pedagogical concerns, later on issues of employment and professional standards. With continued research conducted by professionals, with recognized standards established by professionals, with instructional programs taught and administered by professionals, many with the master's credential and even a doctoral degree, ESOL has evolved into a profession, at least recognized as such internally (Staczek 13).

In the future, the professionalization process will gradually shift to focusing outward, striving for recognition from the general public. It is the ESOL professional, acting in the best interests of the profession and the students, who is responsible for raising the awareness of people outside of ESOL (peers, colleagues, employers, decision-makers). Professionals must market themselves as professionals, thus others will become aware of the value and necessity of professionals in an ESOL program. The time has come to take the necessary steps to ensure that outsiders come to recognize that the teaching of ESOL is a profession in its own right. The field of teaching ESOL must be viewed as a legitimate, academic profession consisting of professional members having specialized training and knowledge enabling them to function as teachers, teacher

trainers, administrators, materials writers, or researchers (Staczek 13). The field of ESOL has come a long way in a short time span, but without losing sight of the strong idealism and dedication to cultural and linguistic pluralism that distinguishes the profession (Alatis, "The Past..." 16). External recognition and acceptance is vital to complete the evolutionary process of professionalization. Recognition will benefit all in a positive manner, especially students. After all, isn't the success and satisfaction of students a goal and aspiration shared by all?

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